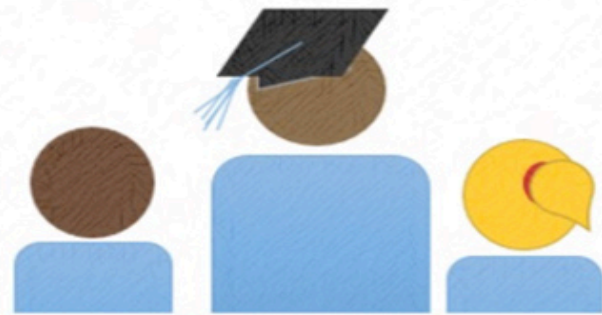




# ACSIP Statewide Field Test

*Supporting Arkansas Schools for Arkansas's Future*



# WELCOME

## Focus School

## Internal SIS Training



# Housekeeping:

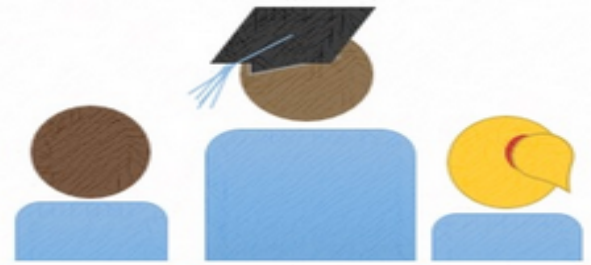
- Electronics
- Breaks
- Restrooms
- Parking Lot
- Agenda





# ACSIP Statewide Field Test

*Supporting Arkansas Schools for Arkansas's Future*



## AGENDA

- ESEA Waiver Requirements & Timeline
- Internal School Improvement Specialist's (SIS) Role
- “Why am I a Focus School?”
- Diagnostic Analysis
- Principal's Report & Data Sheets/Leadership Team Report (Quarterly)
- Review Indistar Indicators for 1<sup>st</sup> Semester
- Review ADE Monitoring of Indicators
- Demo Site for Indistar
- Follow-Up Training Dates



# Waiver Requirements & Timeline

## **ARKANSAS *ESEA Flexibility* pages 110-118**



■ [http://www.arkansased.gov/public/userfiles/Flexibility/  
AR\\_Approved\\_ESEA\\_Flexibility\\_Request.pdf](http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf)



# ESEA Waiver Focus Timeline

## ***P. 115-117 Prior to Start of 2015-2016***

- ❑ District assigns locally hired, site-based SIS
- ❑ District establishes district leadership team
- ❑ School establishes a school leadership team
- ❑ Site-based SIS submits weekly school and district progress reports to ADE
- ❑ Diagnostic Analysis and Needs Assessment (P. 115-116)
  - ▣ Effectiveness of system; organizational structure' accountability system; and instruction program & teacher effectiveness

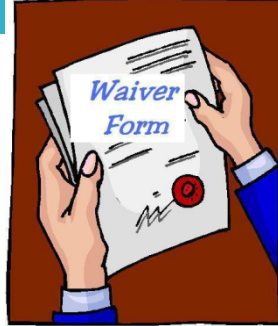




# ESEA Waiver Focus Timeline

## ***P. 117 2015-2016 Year 1, Semester 1 (Newly Identified Focus)***

- ❑ District and School leadership teams finalize 3 year TIP with ADE
- ❑ SWD: Preference for State Personnel Development Grant (SPDG)
- ❑ EL: Preference for EL Academy
- ❑ Teacher Development and Support through effective, evidence-based interventions and strategies for ELs and SWD via PD and implementation support from ADE
- ❑ ADE SIS monitors quality and effectiveness of Interim Objectives (IMO) and summative AMOs in the TIP for district and school
- ❑ Locally-hired SIS reports weekly to ADE on school progress
- ❑ School & district leadership sign Memorandum of Understanding





# ESEA Waiver Focus Timeline

## **P. 118 Focus Schools that failed to exit after year 3 (Focus Year 4)**

- ❑ Must review/revise all Year 1 actions/interventions during prior 3 years
  - ▣ Continue effective interventions and/or conduct a new diagnostic analysis
  - ▣ Review & revise current TIP to include effective interventions, remove ineffective interventions, strengthen promising interventions, new areas to be evaluated during a new Diagnostic Analysis, and interventions outlined by ADE
- ❑ LEA's reconstitute District Leadership Team (DLT) to address/align support
  - ▣ ADE Leadership Team Training participation & Monthly meetings
- ❑ Use Indistar to develop and monitor School Improvement Plan
- ❑ Schools reconstitute School Leadership Team (SLT) to address Focus status
  - ▣ ADE Leadership Team Training participation & twice monthly meetings with agendas, minutes, and sign in sheets in Indistar
- ❑ Must schedule training on State RtI model during 2015-16
- ❑ District must assign a half time locally-hired, site-based SIS



# Teams: The Cornerstone of Indistar®

## Leadership Team

The team that manages the Indistar® process and is ultimately responsible for making decisions for the school, for transformation and for school improvement.

## Instructional Teams

Teams that include teachers in grade level groupings, grade-level clusters, or subject areas. Responsible for planning instruction for students.

**Time**

## School Community Council

A team that includes parents as the majority of its members and looks at how the school and families work together for the benefit of students.

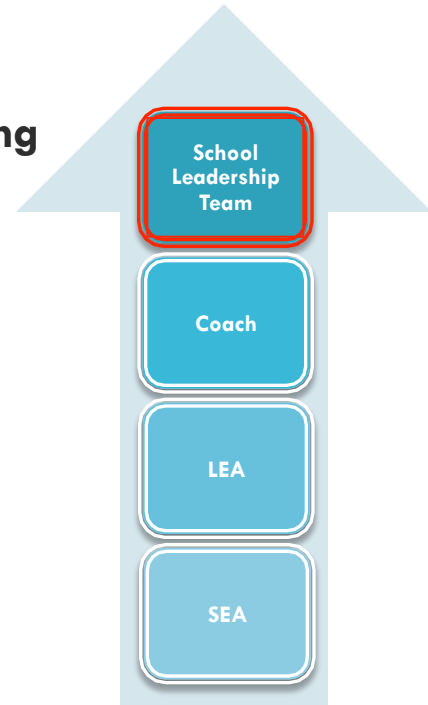
## Other Teams

Additional teams may include a Management Team or a Student Voice Team (when appropriate).



# The School Team. . .

- ✓ **Completes and submits all required forms**
- ✓ **Plans Leadership Team meetings with agendas and minutes**
- ✓ **Assesses, plans, and tracks progress of success indicators, following SEA guidance and expectations**
- ✓ **Links to resources relative to each success indicator**
- ✓ **Generates a variety of reports**
- ✓ **Dialogues with coaches**
- ✓ **Electronically submits reports to SEA**



# Role of the School Improvement Specialist



<http://www.arkansased.gov/>

[http://www.indistar.org/TrainingModules/Module6\\_Coaching/  
GettingBetterTogetherWithCoaching.ppsx](http://www.indistar.org/TrainingModules/Module6_Coaching/GettingBetterTogetherWithCoaching.ppsx)



# The Role of the School Improvement Specialist

11

- ❑ Serves as a **conduit of positive communication**
- ❑ **Researches educational practices** which contribute to school improvement
- ❑ Provides ongoing learning opportunities to develop supportive skills and attitudes
- ❑ Serves as a **liaison** between the state and building and the district and building
- ❑ Plans and coordinates school intervention, remediation and tutorial programs/classes
- ❑ Mentors school leadership and facilitates the faculty's collaborative development of **vision and mission**
- ❑ **Supports student achievement** and analysis of data



# Why are we a focus school?????

Many theories are out there about the selection of Focus Schools? What hypothesis best applies to the school you support?

- ☐ Because we stole a specialist from ADE School Improvement Unit; or
- ☐ Because the system for identification is unfair and biased; or
- ☐ We could do better with our TAGG population and we need to do this for those students.



# Diagnostic Analysis: Evaluating our practices, interventions, thinking, outcomes



- “Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change.”

<http://www.iobservation.com/Marzano-Suite/Videos/looking-beyond-high-yield-strategies/>

# Keys to Diagnostic Analysis

Diagnostic analysis is key for establishing your TIP for the next three years.

- ❑ Culture trumps strategy!
- ❑ What gains have you made over three years?
- ❑ What was your strategy? Interventions?
- ❑ What were your leading indicators? What were your lagging indicators?
- ❑ <https://www.youtube.com/watch?v=hXdmaBlijD0>

# Keys to Diagnostic Analysis

Diagnostic analysis is key for establishing your TIP for the next three years.

- Are you steadily increasing the number of proficient students? Are your leading indicators predictive of your lagging indicators? Are individual teachers becoming more effective as a result of the support provided?



# Pyramid of Support

School Achievement Support

Teacher

Professional

Learning Community

School Leadership Team

District Leadership Team

School Board

Instructional Facilitators

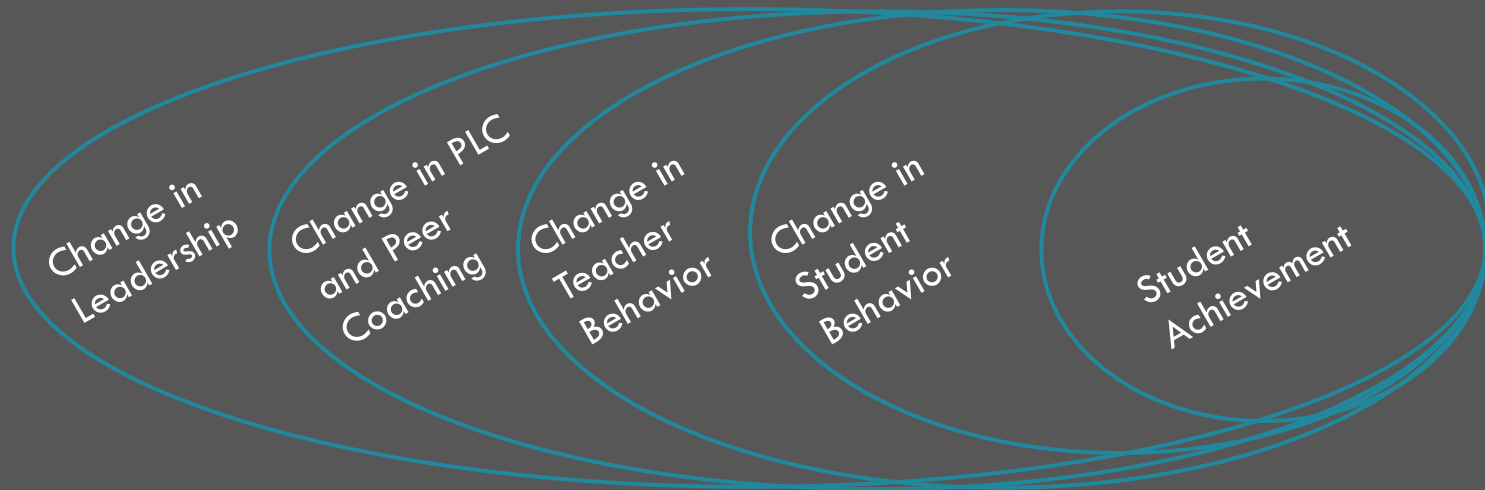
Principal

SIS





# Stephen Barkley Model





# Key Indicators: Focus Schools

<b>Provide Strong Leadership Ensure Effective Teachers</b> <b>Redesign School Day, Week or Year to Provide Additional Time for Student Learning and Teacher Collaboration</b>					
<b>IMO Area 1:</b> Change in Teacher and Leader Practice	ID01, ID04, ID07 Establishing a team structure with specific duties and time for instructional planning	IE13 Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction.	IG01 Expanded time for student learning and teacher collaboration	IF02, IF06, IF11 Aligning classroom observations with evaluation criteria and professional development	IH01 Ensuring High Quality Staff - Recruitment, Evaluation, and Retention
<b>IMO Area 1:</b> Change in Teacher and Leader Practice	IIB04 Engaging teachers in assessing and monitoring student mastery (Pre-/Post Tests)		IIA01 Engaging teachers in aligning instruction with standards and benchmarks	IID02, IID06, IID11 Assessing student learning frequently with standards-based assessments	IIIA01, IIIA07 Expecting and monitoring sound instruction in a variety of modes Preparation
<b>Strengthen School's Instructional Program Use Data to Inform Instruction</b>					
<b>IMO Area 2:</b> Student Progress and Achievement	See Student Achievement Data		See Student Achievement Data	See Student Achievement Data	See Student Achievement Data
<b>Establish School Environment that Improves Safety</b>					
<b>IMO Area 3:</b> Student Safety and Discipline					
<b>Engage Families and Communities</b>					
<b>IMO Area 4:</b> Family and Community Engagement	IVA01, VA01 Defining the purpose, policies, and practices of a school community Opportunity to Learn Post-Secondary School Options		IVA01, VA01 Defining the purpose, policies, and practices of a school community Opportunity to Learn Post-Secondary School Options	IVA01, VA01 Defining the purpose, policies, and practices of a school community Opportunity to Learn Post-Secondary School Options	IVA01, VA01 Defining the purpose, policies, and practices of a school community Opportunity to Learn Post-Secondary School Options



# Root Cause Analysis

**Why are we a focus school?**

**Why do our TAGG Students not try?**

**Why do our TAGG students not see the importance of tests?**

**Our TAGG students don't try.**

**Our TAGG students do not see importance of tests.**

**They have parents that do not encourage them to go to college.**

**Can we influence this?  
Could we motivate them?**

**Can we influence this?  
Could we help them see the importance?**

**Can we influence this?  
Could we influence what parents say to their children? Could we compensate for what parents do not say?**



# Root Cause Analysis

**Why do their parents not encourage them to go to college?**

**Why did they not benefit from education?**

**Because they did not benefit from education.**

**Because their school did not help them compensate for what their parents did not give them.**

**Could we influence this?**

**Can we do better?  
Do we have strategy to help students see relevance to learning?**



# Root Cause Analysis and More

**How is the school day for a proficient student different from a non-proficient student?**

**What are you doing to help teachers be more effective? Is it working?**

**Based on the school day schedule, what are the specific actions you are taking to close the gap?**

**What are your interventions?**

**What is the level of effectiveness for each intervention being attempted? What data do you have that says the intervention is working for non-proficient students for acceleration?**

# Focus School Quarterly Report



DISTRICT:  
SCHOOL:  
STATUS:  
SITE-BASED SIS:  
EXTERNAL PROVIDER:  
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT:  
PRINCIPAL:

## Focus School Quarterly Report

\_\_\_\_ QUARTER

2015-2016 School Year

### PRINCIPAL'S REPORT \_\_\_\_ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? <b>YES or NO</b> (Please circle) If yes, what support have you received from the district?
Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap. (Do not include general school wide efforts.)
What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?
What are the barriers, if any, in improving student outcomes?
How is your leadership team monitoring student progress in the skill area of science?
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?
What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
If anything, what do you intend to change or modify for the next quarter?



# Focus School Quarterly Report

## SCHOOL LEADERSHIP TEAM'S REPORT \_\_\_\_ QUARTER

**STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th

**Comments/ Clarifications:**



# Focus School Quarterly Report

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by  ____/____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by  ____/____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by  ____/____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by  ____/____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter

Comments/ Clarifications:



**MATH DATA by Quarter for Grades 3 - 10**

**Comments/ Clarifications:**



# Focus School Quarterly Report

## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
			Example				100	90	95	N/A	285	57	20%			

Comments/ Clarifications:



# Focus School Quarterly Report

## LEADERSHIP TEAM REPORT CONTINUED

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***



# Key Indicators: Focus Schools

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# Full Implementation Description

## ACSIP Indicator Full Implementation Description

### **Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)**

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour. They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

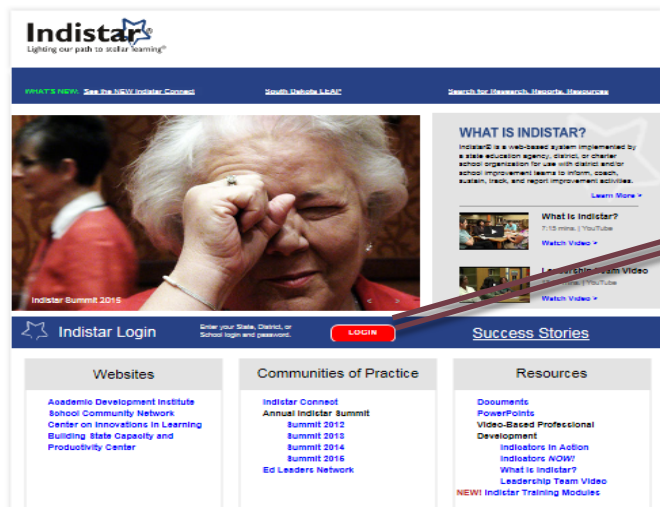
### **ADE SIS will monitor the following:**

- Campus procedures and practices that guide the team structures
- New employees are apprised of the importance of the team structure
- Leadership and Instructional Teams are in place and are primarily focused on student learning and improved instruction
- Other teams are established as needed (management, parent/community engagement, student, etc.)
- Team purposes and schedules are developed
- Leadership Teams meets at least twice monthly and supports the Instructional Team by:
  - Analyzing student learning results
  - Providing professional development based on those findings
- Instructional Teams collaborate, plan, and implement instructional units
- Instructional units include learning standards, assessments, and instructional modifications as needed (Reference: Curriculum, Assessment, and Instructional Planning and Classroom Instruction Categories)



# Logging In

“Indistar Website” <http://www.indistar.org/>.



District Practice

School Practice

Login:

Login:

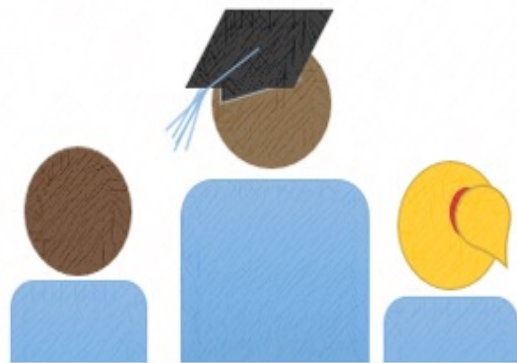
Password:

Password:



# ACSIP Statewide Field Test

*Supporting Arkansas Schools for Arkansas's Future*



## District Level - Demonstration Site

1



Document Upload

2

Share this guest login with building staff, school board, parents, and others  
*Guest Login - Password / **guestdar1319 - guestdar1319***

Share the Leadership Team login with the Leadership Team members  
*Leadership Team Login - Password / **LTD1319 - LTD1319***

3



District Bulletin Board

4

Home

Complete Forms

Submit Forms/Reports

Docs & Links

Coaching

5



[District Success Indicators](#)

Description

A framework where all district leadership teams will participate in a continuous cycle of assessment, plan implementation, and progress tracking of research-based effective practice.

6

Review Progress



District Level - Demonstration Site



Enter & keep your district information current

Enter & keep your district team information current



Help

Activity in Last 90 days

Leadership Team  
Meetings

0

Tasks Completed

0

Objectives Met

0

Snapshot

5

**New Celebration Report -->**

[Celebrate Our Success!](#)

Last login: 07/17/2015

Last coaching comment received: 01/30/2015

Last Leadership Team Meeting: -

Last Indicator assessed: 07/14/2015

Last Task added: 01/13/2015

Number of Objectives past due: 4 ([view](#))

Number of Tasks past due: 4 ([view](#))

Number of Tasks due in the next 30 days: 0 ([view](#))

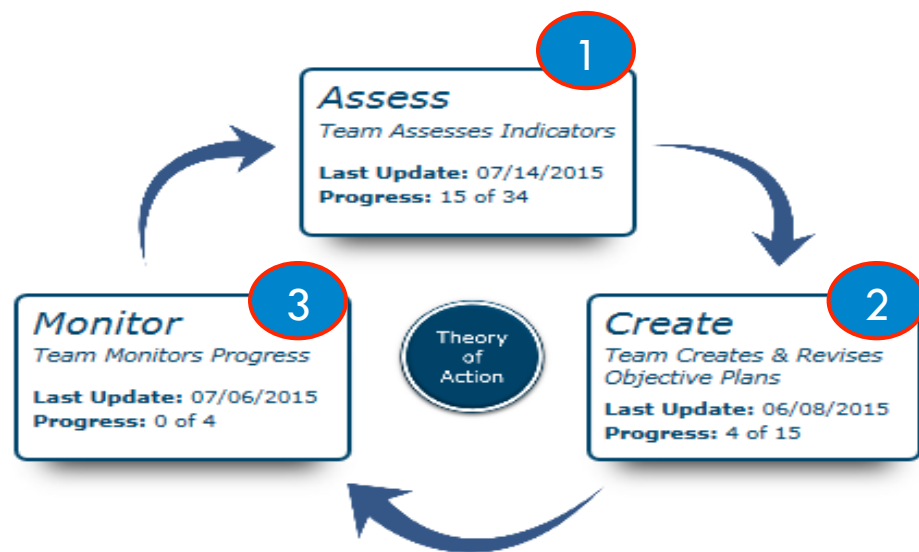
[Where Are We Now?](#)



Superintendent: Mrs. LaDonna Spain - [ladonna@email.org](mailto:ladonna@email.org)

Process Mgr.: Mrs. Stephanie Benedict - [benedict@email.org](mailto:benedict@email.org)

Not Assigned - Coach, Consultant to District







# What does the new ACSIP structure look like?



## ACSIP Statewide Field Test

*Supporting Arkansas Schools for Arkansas's Future*



**Continuous  
Improvement**

**Required Forms**

**Submissions**

**Resources**

## Watch Module 4: Bringing it all Together



# Locally-Hired SIS Weekly Report

## LOCALLY-HIRED SCHOOL IMPROVEMENT SPECIALIST WEEKLY REPORT

**DISTRICT:**  
**SCHOOL:**

**LOCALLY-HIRED SIS:**  
**DATE:**

**How much time were you at the school campus this week?**

**Describe the key supports you provided or activity you facilitated with any of the following:**  
(Bullet your responses under each category)

**Principal**

**Leadership Team**

**Instructional Teams**

**District Leadership Team**

**Other:**

**Describe the student level data analyzed by you and the following:**  
(Bullet your responses under each category)

**Principal**

**Leadership Team**

**Instructional Teams**

**District Leadership Team**

**Describe the job-embedded professional development you provided to any of the following:**  
(Bullet your responses under each category)

**Principal**

**Leadership Team**

# Training Sessions and Dates

- Session ID 268642 - Oct. 26
- Session ID 268644 - Nov. 16
- Session ID 268646 - Dec. 7
- Session ID 268648 - Jan. 25



# ARKANSAS DEPARTMENT OF EDUCATION



"Tell me and I forget,  
teach me and I may remember,  
involve me and I learn."

- Benjamin Franklin

<https://youtu.be/Ahhj3wxxkdM>



# Thank you for participating in the Statewide Focus School Training!

## For more information contact

Dr. Richard Wilde, School Improvement Unit Supervisor

ADE School Improvement Specialist:

<b>Janie Hickman</b> <b>501-682-4273</b> <b>Janie.hickman@arkansas.gov</b>	<b>Richard Myrick</b> <b>501-683-3436</b> <b>Richard.myrick@arkansas.gov</b>	<b>Chante'le' Williams</b> <b>501-682-1699</b> <b>Chante'le'.Williams@arkansas.gov</b>
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